

CTE Standards Unpacking Interior Design II

Course: Interior Design II

Course Description: Interior Design II is an applied-knowledge course intended to prepare students for careers in the interior design industry. Students in Interior Design II will create a design for a specific space and purpose, either residential or commercial, applying skills and knowledge from previous courses using industry-specific technologies.

Career Cluster: Arts, A/V Technology, Communications

Prerequisites: Interior Design I

Program of Study Application: Interior Design II is a level three course in the Arts, A/V Technology, Communications career cluster, Visual Arts and Performing Arts pathways. Interior Design I is a prerequisite for this course. Participation in Interior Design II would prepare a student to participate in a level IV pathway course or capstone experience.

INDICATOR #ID2 1: Analyze opportunities and professional practices in interior design		
SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Investigate employment and entrepreneurial endeavors in interior design		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Describe credentials and licensing requirements for interior designers		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Critique professional codes of ethics		
SUB-INDICATOR 1.4 (Webb Level: 2 Skill/Concept): Demonstrate effective communication skills within the industry		
SUB-INDICATOR 1.5 (Webb Level: 2 Skill/Concept): Demonstrate evaluation techniques for professional portfolios		
Knowledge (Factual): -Employment requirements and skills -Credentials and licensing requirements -Code of ethics -Communication skills -Evaluation tool(s) for professional portfolios	Understand (Conceptual): -Relationship of evaluation techniques to professional portfolio review.	Do (Application): -Research employment and entrepreneurial opportunities in interior design. -Compare credentials and licensing requirements among states. -Research codes of professional conduct. -Practice communication

		skills necessary in interior design.
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Assess the local area for the feasibility of employment in interior design. Develop a list of credentials and licensing requirements for interior designers in your state. Write an evaluation of a professional code of conduct. Role play communication skills needed for a specific interior design situation. Assess a professional portfolio and cite relevant feedback. 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): 9-12.ET.CT.3 - Students evaluate and select technology tools based on the specific tasks	Sample Performance Task Aligned to the Academic Standard(s): -Present a digital portfolio to a perspective interior design employer.	

INDICATOR #ID2 2: Investigate safety practices in the interior design profession		
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Demonstrate personal and environmental safety practices		
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Describe Occupational Safety and Health Administration (OSHA) policies and regulations related to the interior design profession		
Knowledge (Factual): -Personal and environmental safety practices -OSHA policies and regulations	Understand (Conceptual): -Application of personal and environmental safety practices to interior design. -Relationship of OSHA policies and regulations to interior design.	Do (Application): -Create a graphic to illustrate one of the safety practices. -Create a poster highlighting OSHA policies and regulations related to interior design.
Benchmarks:		

Students will be assessed on their ability to:

- Classify personal and environmental safety practices.
- Interpret OSHA policies and regulations as they apply to interior design.
-

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

11-12.SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

Sample Performance Task Aligned to the Academic Standard(s):

-Interview an employer regarding OSHA policies and regulations and write an informational summary and present findings to the class.

INDICATOR #ID2 3: Assess policies and regulations related to the interior design profession

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Explain legislation, regulations, and public policy that affect interior design

SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Describe applicable building codes, universal design guidelines, and regulations in architectural designs

SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Investigate community zoning regulations and other community regulations

Knowledge (Factual):

-Legislation, regulations, and public policy

-Architectural designs building codes, universal design guidelines, and regulations

-Community zoning and other regulations

Understand (Conceptual):

-Effect of legislation, regulations, and public policy on interior design.

-Effect of building codes, universal design guidelines, and regulations on architectural design.

-Effect of community regulations on local interior design industry.

Do (Application):

-Assess local, state, and national legislation, regulations, and public policy that affect interior design.

-Evaluate building codes, universal design guidelines, and regulations in architectural designs.

Benchmarks:

Students will be assessed on their ability to:

- Given a scenario, students will determine whether regulations and policies were followed.
- On a field trip, student will observe and record the integration of universal design guidelines in the building.
- Formulate a process to gain approval for a variance to local zoning regulations.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

11-12.SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

Sample Performance Task Aligned to the Academic Standard(s):

Group collaborative task - Identify a need for a local zoning variance and develop a proposal to gain approval for variance. Present proposal to local government agency (City Council and/or Zoning Board.)

INDICATOR #ID2 4: Analyze design and development of architecture, interiors and furnishings through the ages

SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Describe features of furnishing characteristics of various historical periods

SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Illustrate the development of architectural styles throughout history

SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking): Compare historical architectural details to current housing and interior design trends

SUB-INDICATOR 4.4 (Webb Level: 3 Strategic Thinking): Predict future design and development trends in architecture, interiors, and furnishings

Knowledge (Factual):

Understand (Conceptual):

Do (Application):

<p>-Furnishing characteristics of historical periods</p> <p>-Architectural styles throughout history</p> <p>-Current housing and interior design trends</p>	<p>-Differences in furnishings features and characteristics among different historical periods .</p> <p>-Progression of architectural styles through history.</p> <p>-Influence of historical architecture on current design trends.</p> <p>-Impact of change on architecture, interiors and furnishings.</p>	<p>-Categorize features of furnishings from specific historical periods.</p> <p>-Identify patterns in architectural styles.</p> <p>-Develop a logical argument on how architectural details of the past have influenced current trends.</p> <p>-Formulate future design needs that will affect future trends.</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Compare furnishing features from two or more historical periods. • Create a pictorial timeline that illustrates the history of architectural styles. • Create a presentation to share argument on how architectural details of the past have influences current design trends. • Revise a current style to illustrate future design trends. </p>		
<i>Academic Connections</i>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>ET.CT.3 - Students evaluate and select technology tools based on the specific tasks</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Using an existing commercial or residential building in local community, assess the architectural style and features. Students take photographs of building (exterior and/or interior) and label style and features in photographs.</p>	

INDICATOR #ID2 5: Differentiate residential interior design and commercial

interior design		
SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking): Compare and contrast the fields of residential interior design and commercial interior design		
SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Compare space planning techniques for commercial interior design and residential interior design		
SUB-INDICATOR 5.3 (Webb Level: 3 Strategic Thinking): Investigate space requirements, traffic flow, and design features for commercial and residential spaces		
Knowledge (Factual): -Residential interior design -Commercial interior design characteristics -Commercial space planning techniques -Commercial space requirements, traffic flow, and design features	Understand (Conceptual): -Differences between residential interior design and commercial interior design -Different space planning techniques between commercial interior design and residential interior design. -Differences in space requirements, traffic flow, and design features for commercial and residential spaces.	Do (Application): -Differentiate between the fields of residential and commercial design. -Investigate space planning techniques for commercial and residential interior design. -Differentiate between space requirements, traffic flow and design features for commercial and residential spaces.
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Classify similarities and differences between commercial interior design or residential interior design. Present research that compares the differences and similarities between the commercial and interior design. Using a commercial and a residential floor plan, draw conclusions regarding traffic flow and design features using an overlay illustration process. 		
Academic Connections		

<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>11-12.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Debate argument for involvement in commercial interior design or residential interior design.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>INDICATOR #ID2 6: Investigate design processes and project management</p>		
<p>SUB-INDICATOR 6.1 (Webb Level: 1 Recall): Identify components of design process used in meeting interior design problems</p>		
<p>SUB-INDICATOR 6.2 (Webb Level: 1 Recall): Identify common principles of successful project management</p>		
<p>SUB-INDICATOR 6.3 (Webb Level: 3 Strategic Thinking): Analyze potential design obstacles to create possible design solutions</p>		
<p>SUB-INDICATOR 6.4 (Webb Level: 4 Extended Thinking): Create a plan to meet proposal requirements</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Design process -Principles of project management -Proposal basics 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Importance of design process -How project management principles impact project success. -How problem solving helps overcome design obstacles. -Importance of planning to meet project requirements. 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Outline the design process used to meet design problem -Apply principles for successful project management. -Use problem solving skills to solve design obstacles. -Develop a plan of action to complete proposal.
<p>Benchmarks:</p>		

<p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Arrange the components of the design process in the correct order. • From list of principles, identify those principles that apply to successful project management. • Give a given potential design problem, use problem solving skills to create a solution. • Create a project management sheet for a specific client proposal. 	
<i>Academic Connections</i>	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>11-12.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Create a proposal for a specific project and present proposal to client for approval.</p>

Additional Resources

International Interior Design Association (IIDA) - <http://www.iida.org/>

American Society of Interior Designers (ASID) - <https://www.asid.org/>

SDMyLife - <http://sdmylife.com/>

Utah Education Network – Interior Design II Curriculum -

http://www.uen.org/cte/facs_cabinet/facs_cabinet13b.shtml

Utah Education Network – Interior Design, Advanced Curriculum -

http://www.uen.org/cte/facs_cabinet/facs_cabinet13b.shtml

Utah Education Network – General Interior Design Information -

<http://www.uen.org/cte/family/interior-design/>

FCCLA Skill Demonstration Events – Interior Design Sketch -

<http://fcclainc.org/programs/star-events.php>

FCCLA STAR Events – Interior Design, Career Investigation, Entrepreneurship -

<http://fcclainc.org/programs/star-events.php>